

PERCEPTIONS OF PROACTIVE PERSONALITY AND INNOVATIVE WORK BEHAVIOR DURING THE COVID-19 PANDEMIC

Anggri Puspita Sari
Najmudin

ABSTRACT

This research describes the proactive personality and innovative work behavior of lecturers during the Covid-19 pandemic. The sample in the research consisted of lecturers with the status of Civil Servants at Universitas Bengkulu. Primary data collection using questionnaires. While the data analysis method used is descriptive qualitative analysis. The results of research on proactive personality show that they can survive the situation during the Covid-19 pandemic and in the hope that there will be a change in circumstances for the better after the pandemic period has passed. Proactive personality has the characteristics of being persistent, unyielding, has high initiative and has implemented innovative work behavior in his work. Furthermore, innovative work behavior shows that lecturers in the teaching process always use new learning methods to improve skills and knowledge. Creates and generates new ideas or thoughts to be applied in their work during the Covid-19 period.

Keywords: proactive personality, innovative behavior, lecturer.

INTRODUCTION

The Covid-19 pandemic has changed human behavior in doing their jobs. This has also had an impact on the higher education system in Indonesia. Circular Letter (SE) Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19 explains that the learning process is carried out at home through online/distance learning to provide meaningful learning experiences for students (Rosali, 2020). Teachers and students must adapt and get used to doing distance learning activities online. Following the circular, Universitas Bengkulu implemented a Work From Home (WFH) policy for lecturers in conducting teaching and learning activities. Students also attend the courses from their homes.

Lecturers are human resources who have a very central and strategic role in all activities in higher education. Preparing students to have skills and competencies in facing competition in the world of work is an obligation for every educational institution. In an educational institution, lecturers must have personal initiatives to continuously update their knowledge and skills and be able to carry out tasks with their creativity in responding to various changes during the Covid-19 pandemic. According to Allport in Robbins (2013), personality is a dynamic organization within the individual of psychophysical systems that determine the adjustment to his environment. Parker et al (2006), states that proactive individuals are people who usually involve themselves in actions that have an impact on themselves and also on their environment to make a change. According to Hon, Bloom, and Crant (2011), change is an important part of creativity. Creativity is more likely to emerge if individuals or employees have the initiative to make changes. Kim, et al (2010), in their research, said that employees who have a high proactive personality tend to update the knowledge and skills needed in their work compared to those with passive personalities.

The innovation process cannot be separated from the role of individual resources. The more knowledge that includes competence, experience, and skills that individuals acquire, the more efficient their work will be (Jones, 2012). Innovative behavior can be defined as "all individual actions directed at the generation, introduction, and application of beneficial novelty at every level of the organization" (West & Farr, 1989). It consists of various practices, such as opportunity exploration, idea generation, attempt, and application (Kleysen & Street, 2001; Kanter, 1988). Opportunity exploration is about identifying new opportunities, which usually lie in things that don't fit the expected pattern. Idea generation is directed at generating concepts for improvement purposes. An attempt is a practice of putting effort into creative ideas and making them happen. Application is about developing, testing, and commercializing innovative ideas. Opportunity exploration and idea generation are often cited as relevant behaviors in the early stages of the innovation process, whereas other practices are needed to implement innovation (Kanter, 1988).

The important role of a lecturer in ensuring the higher education innovations and their ability to be innovative has the potential to contribute to a successful learning relationship (Slatten & Mehmetoglu, 2015). Lecturers are required to have certain behaviors defined by the job description. Professional lecturers carry out their duties independently. As a result, innovation concerning professional lecturers appears to be an important area of research.

The job of a lecturer requires him to have a high level of interpersonal interaction along with the ability to deal with the needs and desires of heterogeneous stakeholders. Lecturers are also allowed to make their policies in different situations and rely on their ability to determine the development and technical implementation of teaching processes (Budiadnyana et al, 2021). Therefore, innovative behavior is emphasized more for lecturers than for other service providers and is considered as the heart of innovative services in universities. (Chiu et al, 2011).

The description of the problems determines the purpose of the study, which is to describe the lecturers' proactive personalities and innovative work behavior during the Covid-19 pandemic.

LITERATURE REVIEW

1. Perception

Perception in general is the process of acquiring, interpreting, selecting, and organizing sensory information. Perception takes place when a person provides a stimulus from the outside world which is captured by the auxiliary organs which then enter the brain (Sarwono, 2010). In perception, there is an internal process to know and evaluate how well we know other people. In this process, a person's sensitivity to the surrounding environment begins to appear. The perspective will determine the impression or response that results from the perception process.

Factors that affect Perception:

1. Attention usually does not capture all the stimuli around us, but focuses attention on one or two objects only.
2. Mental readiness for upcoming stimuli
3. The need for a moment or permanent in the individual will affect the person's perception.
4. The value system in society also affects perceptions.
5. Personality types will produce different perceptions.

According to Robbins (2015), some of the main factors that influence the formation of a person's social perception are the recipient factor, the situation, and the target object.

2. Lecturer

In general, "lecturer" is classified as "educator". According to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, article 39 (2), "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at higher education institutions.

Article 40 (2) adds that educators are obliged to:

1. create an educational atmosphere that is meaningful, fun, creative, dynamic, and strategic;
2. have a professional commitment to improve the quality of education; and
3. become a role model and maintain the reputation of the institution, profession, and position, under the trust given to him.

Furthermore, Law no. 14 of 2005 states that educators at universities, or lecturers, have the main task of transforming, developing, and disseminating science, technology, and art, through education, research, and community service. In the context of the input-process relationship in the higher education system, lecturers are human resources whose duties and roles are important in carrying out processes in the system.

3. Proactive Personality

Allport in Robbins (2013) says personality is a dynamic organization within the individual of psychophysical systems that determine the adjustment to his environment. Personality is the sum of how individuals react and interact with other people. When psychologists talk about personality, personality is a dynamic concept that describes the growth and development of a person's overall psychological system (Robbins, 2013).

Proactive personality is individuals' behavior who actively take the initiative to improve their current state or create something new. Robbins (2013) states that those who have a proactive personality are more likely to identify opportunities, show initiative, take action, and persist until meaningful change occurs, compared to others who react passively to situations. People with proactive personalities tend to be more satisfied with their jobs and help others a lot, especially because they want to build relationships with people.

In 1993, Bateman and Crant introduced a proactive personality construct that has the same characteristics as individuals with dominant personality characteristics of openness to experience and consciousness. According to Bateman and Crant (1993), proactiveness is the individuals' ability to influence the environment with changes. Bateman and Crant (1993), define proactive personality as a personality that is relatively unconstrained by situational forces and which influences environmental changes. Individuals who have proactive personality characteristics can change their environment to suit themselves and their needs (Bateman & Crant, 1993).

A proactive person is someone who is relatively not pressured by situational forces and influences environmental changes (Bateman and Crant, 1993). Thus, highly proactive people can recognize opportunities and act on them, demonstrate initiative, and persevere in striving for meaningful change. Individuals who are less proactive act passively and reactively, they tend to adapt to their surroundings rather than create circumstances (Seibert, Crant, and Kraimer, 1999). Meanwhile, individuals who have a proactive personality tend to have these characteristics in their task or job level compared to passive individuals. Proactive individuals can innovate in job design (Joo and Lim, 2009).

Proactive Personality Indicators

Proactive personality was measured by 10 item statements from 17 original items developed by Bateman and Crant (1993). The proactive personality scale has been used with 10 statements in the research of Seibert, Crant, and Kraimer (1999), as follows:

1. Always look for new ways to improve life
2. Make constructive changes
3. Turn ideas into reality (implementing ideas)
4. Fix problems
5. Make all possibilities come true
6. Struggle for ideas
7. Have an advantage in identifying opportunities
8. Look for better ways of doing things
9. Have the ability to turn ideas into reality

10. Have the ability to see opportunities faster than other individuals.

According to Janssen, Van den Ven, and West in Etikariena & Muluk (2014), people who have a proactive personality type are able and willing to take risks in their innovative behavior.

4. Innovative Work Behavior

According to De Jong and Hartog (2008) innovative work behavior is individual attributes that aim to achieve initiation and intentional recognition of new ideas, processes, products and procedures, through implementation. Subsequently, De Jong & Hartog (2010) further stated that the higher the innovative work behavior generated by employees, the greater the organization's innovation. Innovative work behavior does not only generate new ideas, rather it also involves the process of implementing those ideas, especially in job settings.

George and Zhou (2001) reported that innovative behavior means finding new technologies, processes, techniques, and generating creative ideas, which are advanced to offer solutions to problems. It is also associated with the process of offering ideas to others, researching and providing the necessary resources in order to realize the ideas, using well-thought plans. Gaynor (2002) defined innovative behavior as individual actions used to create and adopt new ideas, thoughts, or ways to implement and complete work.

Dimensions of Innovative Work Behavior

De Jong and Den Hartog (2010) stated that innovative work behavior consists of 4 dimensions, namely.

1. Idea Exploration

The innovation process usually starts because there is a moment, such as the discovery of an opportunity or the emergence of a problem. Idea exploration includes the behavior of determining the right ways to improve a product, service, or process through alternative ways.

2. Idea Generation

Idea generation is the second stage of the innovative behavioral dimension which refers to behavior to generate concepts and ideas with the aim of improvement. The generation or generation of ideas is the solution to identified problems, seeking new work methods or equipment techniques, finding new approaches to doing tasks, and 3. Championing Idea

3. Idea Championing

Idea championing is relevant when the idea has been successfully created.

It includes support-seeking behavior and building coalitions by expressing enthusiasm and confidence in successful innovation, persistence, and negotiation to support ideas that have been initiated to solve problems.

4. Idea Implementation

The ideas that have been proposed need to be implemented. Idea implementation includes behavior that makes innovation part of the work process, contributes to the implementation of the idea, and seeks to develop, test, and modify new products or work processes.

METHODOLOGY

1. Research Design

This research applied a data collection process (ongoing analysis) with a qualitative descriptive method. Concerning proactive personality information and innovative work behavior for lecturers at Universitas Bengkulu, Likert Scale is used for each indicator of each variable to calculate the average respondent's answers through a frequency distribution analysis tool applicable in qualitative research.

2. Operational Definitions

1. Proactive Personality is the behavior of lecturers at Universitas Bengkulu who acts actively and creatively in taking initiatives by taking advantage of opportunities so that innovation is realized in designing their work. Proactive personality consists of 10 items adopted from Joo and Liem (2009).

2. Innovative Work Behavior is the work behavior of Lecturers at Universitas Bengkulu who seeks out techniques and processes and creates and generates new ideas or thoughts to be applied in completing their work. Innovative Work Behavior consists of 4 items with 8 questions adopted from De Jong and Hartog (2010).

3. Research Sample

The research samples used as respondents were all lecturers with the status of Civil Servants (PNS) at Universitas Bengkulu, especially at the Faculty of Economics and Business (FEB) and the Faculty of Law (FH). Sampling in this study was carried out using a census. Sampling in this way provides equal opportunities to all members of the population as sample members (Sugiono, 2013).

4. Data Collection Techniques

The method of data collection is done by distributing questionnaires to respondents online. The questionnaires distributed online were done by distributing the google form link, and to help, the questionnaire links were distributed through the Whatsapp chat group directly only specifically for the object of research. This research questionnaire uses closed questions, where to respond to the questionnaire questions, several answer choices have been prepared from strongly disagree to strongly agree, so this study used measurements with a Likert Scale (Sakaran, 2009).

5. Data Analysis Techniques

The data collection was carried out by descriptive statistical analysis, by distributing questionnaires to the lecturers at the Faculty of Economics and Business (FEB) and the Faculty of Law (FH) Universitas Bengkulu. Descriptive statistics provide an overview of a data. In this case, descriptive statistics explain the characteristics of respondents and the variables used. An overview of the characteristics of respondents is explained by a statistical table of respondents measured by a nominal scale.

RESULTS

1. Characteristics of respondents

Characteristics of respondents are to describe or provide an overview of the identity of the respondents in the study. They are divided by gender, age, last education level, and years of service. These things are expected to provide a fairly clear picture of the condition of the respondents and their relation to the problem and research objectives.

Characteristics by Gender

The results of research conducted on 40 lecturers at FEB and FH Universitas Bengkulu showed that the respondents were women with a percentage of 26 respondents (65.0%), while male respondents were 14 respondents with a percentage (35.0%). It can be concluded that the majority of respondents in this study are female.

Table 1.1 Characteristics by Gender

No	Gender	Percentage
1.	Male	35.0 %
2.	Female	65.0 %

Source: Processed data, 2020

According to Sukarti (2013), in terms of personality, female educators have motherly traits that are gentle, emotional, and more feminine, while male educators have masculine traits. In dealing with their students, male educators teach more based on their learning experiences, while female educators use a teaching system that is following applicable educational provisions. On the other hand, female educators will also be more sensitive to the feelings or conditions of a student than male educators.

Characteristics by Age

Based on the age characteristics of the respondents, it shows that the dominant age of the lecturers at FEB and FH Universitas Bengkulu is between 36-45 years, as many as 21 lecturers or 47.5%. Therefore, it can be concluded that lecturers at FEB and FH at Universitas Bengkulu are still relatively young and productive. As lecturers, they have the opportunity to improve their abilities, both understanding, knowledge, and experience in carrying out their duties.

Table 1.2 Characteristics by Age

No	Age	Percentage
1.	< 25 years old	0%
2.	25-35 years old	27.5%
3.	36-45 years old	47.5%
4.	46-55 years old	7.5%
5.	> 55 years old	17.5%

Source: Processed data, 2020

Characteristics Based on Last Education

Respondents in the education level that dominates are postgraduate masters (S2) as many as 26 lecturers with a percentage (65.0%), while education with doctoral level (S3) is 13 lecturers (32.5%). This is because the last educational requirement to become a lecturer is postgraduate master (S2). Lecturers who are still at the master's level of education (S2) are expected to immediately continue to a higher level of education (doctoral/S3)

Table 1.3 Characteristics Based on Last Education

No	Education	Percentage
1.	Bachelor degree (S1)	0%
2.	Master degree (S2)	65.0%
3.	Doctoral degree (S3)	32.5%
4.	Professor	2.5%

Source: Processed data, 2020

Characteristics Based on Years of Service (Tenure)

Based on the characteristics of the respondents, the tenure of the FEB and FH lecturers at Universitas Bengkulu which dominates is 11-15 years, as many as 12 lecturers with a percentage of 30.0%. This shows that the average tenure of lecturers at FEB and FH is long enough, so it is expected that they already have a lot of work experience to increase their knowledge, abilities, and expertise.

Table 1.4 Characteristics Based on Years of Service (Tenure)

No	Tenure	Percentage
1.	< 2 years	12.5%
2.	2-5 years	7.5%
3.	6-10 years	12.5%
4.	11-15 years	30.0%
5.	16-20 years	12.5%
6.	> 20 years	25.0%

Source: Processed data, 2020

2. Respondents' Responses to Proactive Personality Variables

The lecturer's proactive personality can be seen by using the score from the questionnaire that has been filled in by the respondents. The scale used in the questionnaire is a Likert scale with a score of 1 to 5, which shows respondents' responses ranging from strongly disagree to very agree. The following are respondents' answers to the questions.

Table 2.1 Respondents' Responses to Proactive Personality

Questions	Score					Average	Total Score	Description
	1	2	3	4	5			
Always look for new ways to improve the quality of life	0	0	3	15	21	4.45	178	Very high
Always show initiative in completing work	0	0	3	15	22	4.47	179	Very high
Often takes action alone in making decisions	1	3	12	19	5	3.60	144	High
Always try to be persistent to face changes	0	0	3	19	18	4.37	175	Very high
Always take the initiative in dealing with circumstances	0	0	6	19	15	4.22	169	Very high
Able to survive in the current situation, until there is a change for the better in the future	0	0	0	19	21	4.52	181	Very high
Have a more flexible role at work	0	0	2	19	19	4.42	177	Very high
Have long-term goals outside the current job	0	1	4	13	22	4.40	176	Very high
Have the ability to influence environmental changes	0	0	11	22	7	3.90	156	Very high
Can overcome obstacles that occur at work	0	0	2	25	13	4.27	171	Very high
The Average of Proactive Personality variable						4.26		Very high

Source: Processed data, 2020

3. Respondents' Responses to Innovative Work Behavior Variables

Innovative work behavior of lecturers can be seen by using the scores on the results of the questionnaires that have been filled out by the respondents. The scale used in the questionnaire is a Likert scale with a score of 1 to 5, which shows respondents' responses ranging from strongly disagree to very agree.

Table 3.1 Respondents' Responses to Innovative Work Behavior

Questions	Score					Average	Total Score	Description
	1	2	3	4	5			
Care about other people's problems, especially colleagues	0	0	3	22	15	4.30	172	Very high
Know how to increase knowledge in a job	0	0	3	23	14	4.27	171	Very high
Often look for new learning methods or learning media	0	0	4	18	18	4.35	174	Very high
Often finds new approaches to completing work tasks	0	0	6	20	14	4.20	168	Very high
Always invite colleagues to be enthusiastic about innovative ideas	0	0	5	18	17	4.30	172	Very high
Always encourage colleagues to be persistent in realizing innovative ideas	0	2	6	17	15	4.12	165	High
Always introduce innovative ideas into work practice	0	0	8	20	12	4.10	164	High
Often try to develop new things at work	0	0	4	20	16	4.30	172	Very high
The average variable of Innovative Work Behavior						4.24		Very high

Source: Processed data, 2020

DISCUSSION

Proactive Personality

It is known that the average respondent's answer to the proactive personality variable is 4.26. This average score is included in the very high category, which shows that the lecturers of the Faculty of Economics and Business and the Faculty of Law at Universitas Bengkulu have a very high proactive personality in dealing with changes during the Covid-19 pandemic.

The highest indicator is in the statement "I am able to survive in the current situation until the situation changes for the better" with an average value of 4.52, which is very high category. This shows that lecturers are able to survive when facing the Covid-19 pandemic, with the hope that there will be a change in circumstances and that the condition will soon pass and becomes better in the future. A number of campuses in Indonesia, including Universitas Bengkulu, have adopted policies at all levels of academic activities carried out using online technology. Online activities are also carried out for practicum activities, final project supervision (thesis, dissertation), and other Higher Education Tri Dharma activities (research and service).

Changing work patterns to working from home (WFH) is a new habit. For campuses, including lecturers, it is not easy to adapt to flexibility and maintain their performance. Distance learning requires the ability to master various technologies for lecturers and students. Lecturers must be able to take advantage of the use of online platforms, including Zoom, Google Meet, Google Classroom, Microsoft Team, E-mail, E-learning, Youtube, and others. The situation of uncertainty during the Covid-19 pandemic requires lecturers to be able to adapt quickly according to changes. They do not only play a role in transferring knowledge to students but are able to become role models in attitudes, speech, behavior, and personality.

The lowest indicator is in the statement "I often take my own actions in making decisions" with an average value of 3.60 in the high category. This shows that lecturers often take their own actions in certain situations, especially in making decisions related to work, which are considered very important, without having to ask or seek consideration from others. When facing uncertain changes during the Covid-19 pandemic, lecturers are required to adapt quickly. Proactive personality refers to the tendency of individuals to take action to influence their environment (Bateman and Crant, 1993; Crant, 2000). Highly proactive individuals identify opportunities and act on them, show initiative, and persist until they succeed. In contrast, people who are not proactive show the opposite pattern, where they fail to identify, let alone seize opportunities to change things.

Innovative Work Behavior

The average respondent's answer to the innovative work behavior variable is 4.24. This average value is included in the very high category, which means that the lecturers of the Faculty of Economics and Business and the Faculty of Law at Universitas Bengkulu have very high innovative work behavior when facing changes during the Covid-19 pandemic.

The highest indicator is found in the statement "I often look for techniques in new learning methods or learning media" with an average value of 4.35, very high category. This shows that in the teaching process, lecturers always use new learning methods,

as an effort to improve skills and knowledge in completing work, especially when they have to deliver material online to students to make it more interesting during the COVID-19 pandemic.

The lowest indicator is in the statement "I often introduce innovative ideas into my work practices" with an average score of 4.10, the high category. This shows that lecturers always introduce innovative ideas to complete their work.

Innovative behavior involves both the generation and implementation of creative ideas in the work environment (Zhou & George, 2001). Creativity in an organizational context can be considered as a type of innovative behavior that includes not only generating new and useful ideas but also introducing new ideas of others to one's organization (Yuan & Woodman, 2010). In the current Covid pandemic, online technology plays an important role in improving the quality of education, especially in terms of teaching. This is because online information technology is used as a tool for organizing teaching and learning activities. Lecturers have a very important role in adopting and implementing the use of technology and information because they are key in learning activities. In addition, changes in the educational paradigm also require lecturers to be more creative and innovative in finding methods, materials and presentation methods so that the learning process becomes more interesting and fun.

Online learning activities according to (Marti et al, 2018) are defined as a learning situation that is using a network, connected to a network, or a process that is connected to a larger system that occurs in a control with the internet network. Through the internet, information can be received and accessed in various platforms so that it will facilitate learning activities during the Covid-19 pandemic. Based on the results of a survey through interviews with 2 lecturers and 2 students as representatives, the Zoom or Google Meet platform which is used for distance learning using the online method, often experiences several obstacles as follows.

1. Internet connection is often lost during lectures.
2. The intonation of the lecturer's voice is sometimes not very clear when teaching.
3. The surrounding environment interferes with concentration during online lectures.
4. The lecturer's online teaching system is also sometimes boring because it is not interactive.
5. A laptop or smartphone with internet access is required.

Due to these various obstacles, lecturers are required to be more creative and innovative in the learning process. If the rapid development of online technology is not followed by the creativity and innovation ability of lecturers, the implementation of online learning cannot run optimally and can even be boring. Online lectures at Bengkulu University use two learning methods, namely the Asynchronous method where lecturers and students do not need to be online together. However, the lecturer prepares learning materials in the form of audio-visual recordings, sound recordings or others. Furthermore, the Synchronous method is that lecturers and students interact directly at the same time. Learning interactions can be carried out through video conferencing such as Zoom Meetings, G-meets. Skypee and voice sharing or discussion in chat rooms like Whatsapp, Telegram.

In addition, working from home during the Covid-19 period can have a positive influence on lecturers, including being able to use free time more productively and creatively in writing (books, research or dedication), and having a work-life balance. His daily life is better because he is closer to his family. However, not all work can be done from home and sometimes disturbances arise in the surrounding environment that indirectly interfere with work.

CONCLUSION

The conclusion of this research is as follows.

1. Proactive personality is the behavior of Universitas Bengkulu lecturers who act actively and creatively in taking advantage of opportunities and have high initiative in innovating their work designs during the Covid-19 pandemic. Proactive personality has the characteristics of being persistent, unyielding, has high initiative and has implemented innovative work behavior in his work. The highest indicator on the proactive personality variable is in the statement "I am able to survive in the current situation until the situation changes for the better". Meanwhile, the lowest indicator is in the statement "I often take my own actions in making decisions".
2. Innovative work behavior is the work behavior of lecturers at Universitas Bengkulu who seeks out techniques and processes as well as creates and generates new ideas or thoughts to be applied in their work during the Covid-19 period. The highest indicator is found in the statement "I often look for techniques in new learning methods or learning media", while the lowest indicator is in the statement "I often introduce innovative ideas into work practice".

LIMITATION OF THE RESEARCH

This research has several limitations. Therefore, the researcher suggests the following.

1. This research is descriptive qualitative and only conducted in two faculties, so the number of samples is still relatively small. Future research can be carried out using quantitative analysis methods with a larger sample.
2. To reduce problems related to the validity of the variables, future research is recommended to adopt a multi-source data approach (e.g. students) to collect data through questionnaires.
3. Since no conclusions have been reached regarding the relationship between proactive personality and innovative work behavior of lecturers, it is recommended that future researchers test the effect or relationship between the two variables. In addition, this research can also add other predictive variables such as self-efficacy, psychological empowerment, work involvement, creativity, and others.
4. This research only involved respondents from the educational institution sector. For the next research, respondents can be taken from the small and medium business sector or other public service sectors such as offices or hotels.

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Anggri Puspita Sari

Management Science Doctoral Student, Faculty of Economics and Business,

University Jenderal Soedirman and Lecturer at the Faculty of Economics and Business, University Bengkulu, Indonesia

Email: apuspitasari@unib.ac.id

Najmudin

Lecturer at the Faculty of Economic and Business, University Jenderal Soedirman, Indonesia

Email : najmudin@unsoed.ac.id